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REVIEW OF LIBRARY EDUCATION
IN INDIA
1947-1961**

KERALA



**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA
1962**

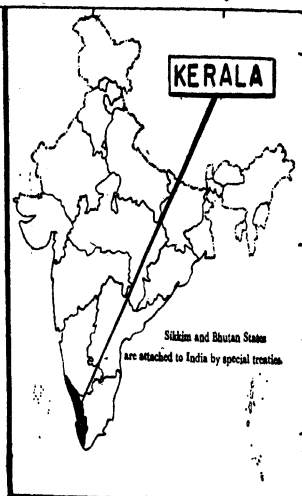
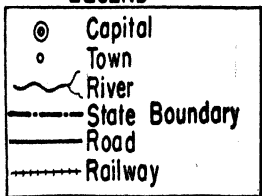
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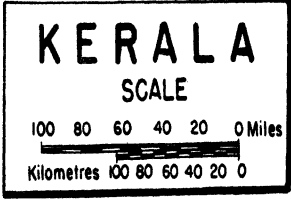
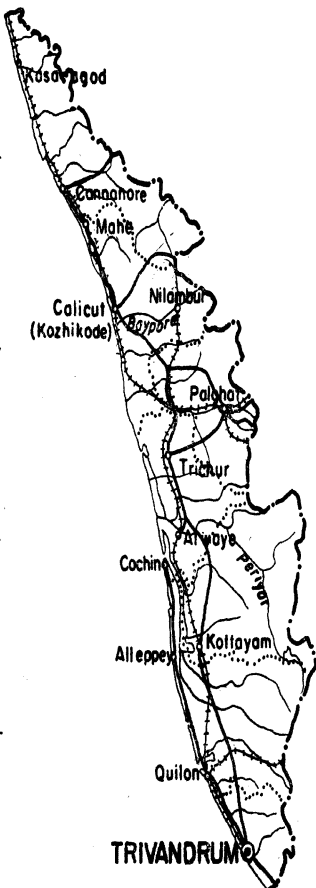
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KERALA

1. GENERAL INFORMATION

The present State of Kerala came into existence on the 1st of November 1956. It comprises the erstwhile princely states of Travancore and Cochin (excluding a small area transferred to Madras) and the Malabar district and the Kasargod taluk of the Madras State. It covers a total area of 15,003 sq. miles and is divided into nine districts with 55 taluks.

The three natural divisions of the State are the highland, the midland and the lowland. The highland is the region of the Western Ghats. It gets about 200 inches of rain and is covered by forests which abound in a large variety of flora and fauna. The forests are rich in teak, rosewood, black-wood and sandal wood, besides many varieties of soft wood. The fauna includes elephant, bison, tiger, leopard, bear etc. High grade tea and cardamom are grown in the higher altitudes while, in the lower areas, cash crops like pepper, rubber, ginger etc., are cultivated. The midlands occupy a position between the coastal region and the highlands and grow paddy, sugarcane and other similar crops. The coastal region has vast stretches of coconut groves and deposits of minerals like monosite, ilmenite and zircon. The continuous line of backwaters, connected by a system of canals, adds to the beauty of the land.

The total population of the State is 168.75 lakhs at present and is expected to rise to 194.90 lakhs in 1965-66. The density of population is 1125 per sq. mile (as against the all-India figure of 384 per sq. mile) and is the highest in the States. Nearly 85 per cent of the population lives in the rural areas.

The State is predominantly agricultural. Cottage industries are fairly well developed; but the number of large factories is very small. A small number of people live on the fishing and coir industries. Though the State is economically backward and the people poor, Kerala is educationally the most progressive State in India.

Malayalam is the main language of the State and is the mother tongue of nearly 95 per cent of the people.

2. DEVELOPMENT OF EDUCATION PRIOR TO 1947

The history of education in the State is practically the history of education in the erstwhile states of Travancore and Cochin.

Travancore.—In ancient and medieval Travancore, the main agencies of education were the Sanskrit *Pathashalas* and the Arabic *Madrassahs*, some of which have survived to this day. Modern education may be said to have started in 1817 with the declaration of Rani Parvathi Bai which gave support to indigenous schools. In 1834, an English school was opened at Trivandrum and a little later a few district schools were also started as feeders to it. This was the beginning of the State system of English education. However, the missionaries had started English schools even earlier. A proclamation of the Maharaja of Travancore issued in 1844 gave preference to persons with English education in the matter of recruitment to public service and consequently, modern education in English began to spread very rapidly.

The next important period in the history of education in the State was the stewardship of Sir T. Madhav Rao who was the Dewan of the State from 1858 to 1872. The main achievements of this period were the creation of the Vernacular Education Department, the starting of an arts college, the establishment of scores of vernacular and English schools, the opening of girls' schools and the formation of a textbook committee for the preparation of textbooks. The lead thus given was maintained throughout and Travancore soon became the most advanced State in India in education.

The Statham Committee of 1933 recommended against the immediate introduction of compulsory primary education because of its prohibitive cost. But the Papworth Committee reconsidered the matter and recommended in 1945 that universal compulsory education should be introduced in the State, area by area. When Sir C. P. Ramaswamy Iyer became the Dewan of the State, he evolved a scheme for nationalising primary education with the principal object of bringing all primary education under the direct control of the State. The

scheme was introduced in some taluks of the State, but it failed to make much headway on account of the stiff opposition put up by the private managements.

Cochin.—The origin of modern education in Cochin may be traced to the administration of Colonel Monroe. In 1818, in accordance with a proclamation issued at his instance, Government established 33 vernacular schools which were the first State schools in Cochin. In the same year, the first mission school was opened by Rev. J. Dawson. Two years later, English schools were opened at Trichur and Trippunithura. Still another school was started in 1845 at Ernakulam. In 1868, candidates were first presented for the Matriculation examination of the Madras University. In 1892, the Vernacular and English Departments were amalgamated and placed under a superintendent. Finally in 1898, high schools, both private and government, were brought under the direct control of the Dewan of the State. As in Travancore, education made a very rapid progress in Cochin also and very soon, it also became one of the most advanced States in India in education.

Malabar.—A word should also be said here about the history of education in Malabar. The Basel Mission has done great service to the cause of education in this area. Dr. Gundert, who compiled the first Malayalam dictionary, was a pioneer in this mission. Primary education in Malabar has been under the local bodies in keeping with the Madras pattern as against Cochin and Travancore where it was directly under the State. As compared to Travancore and Cochin, education in this area developed rather slowly.

3. PRIMARY EDUCATION

Even in 1947, Kerala was far ahead of the other States in literacy. But the progress in primary education after the attainment of independence has been phenomenal as the following table will show.

	1948†	1959
Number of schools	3,829	6,786
Number of pupils	9,89,615	17,61,379
Number of teachers	18,662	43,344
Budgetary allocation	Rs. 55,74,237	Rs. 3,55,99,321

†Malabar figures excluded.

The percentage of children receiving primary education is 14.8 of the total population in Kerala as against 8.2 in India as a whole. The difference between the urban and the rural areas at this stage has almost disappeared. The percentage of enrolment in the urban areas is 15.4 and that in the rural areas 14.6. The teacher-pupil ratio in 1948 was about 1:50; it has since improved to about 1:40. The cost of primary education per pupil is about Rs. 25 per annum.

The duration of elementary education was reduced from 8 to 7 years on the introduction of the eleven-year pattern (seven years of elementary education followed by four years of secondary education) in 1959; but the eleventh standard has not been started as yet. At the lower primary stages, the revised curriculum includes a study of the regional language, Arithmetic, General Knowledge, Physical Education and a simple useful craft selected according to local conditions. The curriculum is calculated to orientate the primary schools to the basic pattern. The syllabus at the upper primary stage includes the regional language, English, Hindi, Mathematics, General Science, Social Studies, Physical Education and a craft. Hindi is introduced in class VI as a compulsory language and English in class V.

Textbooks were completely nationalised even in the erstwhile States of Travancore and Cochin, and the same policy has been continued in the new State.

The scheme of free midday meals for all children was first started at the lower primary stage in Cochin State. It was introduced in Travancore State in 1946 but was confined to the compulsory areas only. During 1958-59, the scheme was extended to the districts of Alleppey and Kozhikode. About 350,000 pupils benefited from this scheme and an amount of Rs. 53 lakhs was spent on it in that year. A proposal to extend the programme to the entire State is under consideration.

Teachers are recruited by the Public Service Commission for government schools and by their managements in private schools. The minimum qualification for a primary school teacher is a pass in the S.S.L.C. and T.T.C. examinations.

No distinction is made between men and women in the matter of recruitment and there is a good number of women teachers in primary schools. During 1958-59, there were 17,400 women as against 23,790 men teachers in the State.

Attempts have been made at improving the salary scales and other conditions of service of teachers. In 1957, a common scale of pay, *viz.*, Rs. 40-3-55-4-75-EB-5-120 was introduced for all primary teachers—whether government or private—and it compares favourably with the scales given to employees of equivalent qualifications in the other government departments. Private school teachers have also been given security of tenure under the Private Secondary School Scheme introduced in 1950. The Kerala Education Act has gone further in improving the service conditions of private school teachers.

The Travancore Compulsory Education Act was promulgated in 1945 and the scheme was extended stage by stage till eleven taluks were covered by 1951-52. In Malabar, compulsory primary education was introduced in Tellicherry and Kozhikode municipalities in the year 1922 under the Madras Elementary Education Act of 1920 and was gradually extended to Fort Cochin and Palghat municipalities. Primary education is already free and the introduction of compulsory primary education for the age group 6-11 in the State as a whole is the main programme proposed for the third Plan. It may be stated that, while the all-India target of enrolment of children in the 6-11 age group during the third Plan is only 80 per cent, the percentage of children of this age group who are in schools is already 85 in Kerala.

4. BASIC EDUCATION

Basic education was first introduced in the State in private schools in 1946. Government accepted the basic system in 1958. As recommended by the Training Schools Reorganisation Committee, a common curriculum on the basis pattern was formulated and introduced in training schools. There is also a post-graduate college for basic training at Trichur with an annual intake of 40 trainees. The number of pupils in basic schools, however, is still but a small proportion of the total school enrolment. The following figures about the number of pupils as on 31st March 1959 indicate the leeway

that has to be made up. It must be admitted, however, that the progress of basic education has been very slow as the following figures regarding the number of pupils under instruction in basic schools (as on 31st March 1959) will show.

	Government Schools		Private Schools		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Pre-basic	..	..	192	187	192	187
Junior basic	37,329	30,277	26,226	19,280	63,555	49,557
Senior basic	3,062	1,961	8,644	6,138	11,706	8,099
Post-basic	..	..	119	15	119	15
Basic training schools	2,024	1,159	886	998	2,910	2,157

5. SECONDARY EDUCATION

The following table shows the progress made in the development of secondary education in the post-independence period :

	1948†	1960
Number of schools	334	871
Number of pupils	1,33,149	2,08,427
Number of teachers	6,236	13,970
Budgetary allotments	Rs. 1,45,35,834	Rs. 3,11,83,100

Facilities for the training of secondary teachers were expanded considerably during the period under review. There were only two secondary training colleges in the State before independence. With the growing demand for trained teachers, several new colleges have since been started and more than 2,000 teachers are now trained annually. Extension service centres have been opened in the training colleges at Trivandrum, Trichur and Calicut. The activities of these departments include the organisation of in-service training programmes, improvement of science teaching, studies

†Malabar figures excluded.

in curriculum planning, encouragement of experimentation in secondary schools, examination reforms and problems relating to higher secondary and multipurpose schools. These activities have already made considerable impact on secondary education in the State.

Pay scales and other conditions of service of secondary teachers have also been revised. Given below is a comparative picture of the scales of pay (revised successively in 1952, 1955 and 1957) of teachers, headmasters, assistant secretaries and lecturers before and after independence.

	1947	1960
	Rs.	Rs.
Headmaster	275-325	250-400
Assistant Secretary	275-325	475-700
II Grade Teacher	125-175	80-165/150-250
Lecturers	125-175	250-500

Teachers in private schools are paid by the Government directly and are given the same scales of pay as those in government schools.

In pursuance of the recommendations of the Secondary Education Commission, attempts have been made to diversify education at the secondary stage. Accordingly one of the main reforms introduced in the field of secondary education has been the establishment of multipurpose schools. Out of the 112 schools converted to the higher secondary pattern, 61 are multipurpose. They offer a diversity of educational programmes calculated to meet varying aptitudes and interests of students. Nineteen of the multipurpose schools have courses in Agriculture, 5 in Home Science, 4 in Fine Arts, 12 in Commerce and 21 in Technology. The courses of studies in these schools aim at giving a practical bias to education rather than developing any specific vocational competencies.

The diversification of education imposes on schools the additional responsibility of giving proper guidance to pupils in the choice of courses and careers. This aspect of the matter has also been given some attention. Government has

established a Bureau of Educational Research and attached it to the office of the Director of Public Instruction. The Bureau has a guidance wing which is formulating plans for training guidance officers. It is proposed that trained guidance officers and career masters should be made available to all educational institutions as early as possible.

The problem of producing good textbooks for secondary schools has received the earnest attention of the State. In the past only language textbooks were prepared by the textbook committees; but recently, textbooks in other subjects have also been nationalised. Books for supplementary reading are selected from those presented by private publishers, by a special committee appointed for the purpose.

Attempts are being made to reduce the domination of examinations. Formerly there were two external examinations, one at the end of the middle school stage and the other at the end of the high school stage. The external examination at the end of the middle school stage has now been abolished.

The elective system has been tried at the secondary stage and found wanting. It was discovered that students of class IX knew very little of the subjects from among which they were required to choose their electives and that it was very taxing for them to take the final examination in three electives, three languages and three compulsory subjects. It was, therefore, decided in 1958 to give up the elective system, except in the case of practical subjects having vocational significance. A new curriculum has since been formulated for secondary schools. It provides for the elective system only in practical subjects with vocational significance and is designed to offer a rich and varied fare of learning experiences to the pupils.

A good curriculum alone cannot go far in improving the quality of education. An adequate supply of equipment is equally essential. In the last year of the first Plan, a number of high schools were equipped for improving the teaching of core subjects, particularly science. The scheme was in operation in the second Plan and is also proposed to be continued in the third. The average cost of equipping a

school in the third Plan has been estimated at Rs. 7,500, the subsidy to the private schools being calculated at 50 per cent. A total of 560 schools (160 government and 400 private) are proposed to be equipped under the scheme in the third Plan.

A word about art education in the State. The Department of Education has taken particular care to see that education in fine arts is given due attention. There are three music academies in the State at Trivandrum, Palghat and Trippunithura, imparting instruction in both vocal and instrumental music. The Music Academy at Trivandrum has a Dance Wing also. There is another school of dancing at Trippunithura. Kerala Kalamandalam gives instruction in *Kathakali*, *Ottanthullal* and *Mohiniattam*. There is a painting school at Mavelikkara named after the famous painter, Ravi Varma. The training given by these institutions is of a very high order.

6. UNIVERSITY EDUCATION

In Travancore, all colleges were under the control of the University of Travancore. In Cochin, the Maharaja's College, Ernakulam and Government College, Chittur, were directly under the control of the Government. In 1956, these were placed under the control of the Education Department. The academic control of government colleges was vested in the Travancore University while the other colleges continued to be affiliated to the Madras University.

The University of Travancore became the Kerala University in September 1957 by an Act passed by the State Legislature. Under this Act, all the colleges which were till then managed by the university were transferred to the Government and only three departments of study and research remained with the university. It is proposed to establish two more university centres in the third Plan, one at Ernakulam and the other at Calicut.

On the eve of independence, Travancore had 6 government colleges and 4 private colleges; Cochin had 3 government colleges and 2 private colleges. Malabar had 3 government colleges and 2 private colleges. At present, there are 45 arts and science colleges and 30 colleges of professional education. The latter include: 2 law colleges,

18 training colleges, 2 medical colleges, 4 engineering colleges, 1 agricultural college, 1 veterinary college and 2 ayurvedic colleges.

During the second Plan, the university started post-graduate departments in Education, Politics and Psychology and also undertook the expansion of the existing departments of Applied Chemistry, Biological Oceanography, and Statistics, with financial assistance from the University Grants Commission.

The third Five Year Plan is likely to see further expansion in the field of university education. Some of the schemes proposed for implementation during this period include: opening of one medical and two engineering colleges; institution of B.Sc. and M.Sc. degree courses in Geology in the Government Victoria College, Palghat; institution of a degree course in Sociology in the Brennen College, Tellicherry and of a post-graduate course in Politics in the Maharaja's College, Ernakulam. It is also proposed to start a post-graduate course in Commerce in the Government College, Chittur.

The increasing demand for highly qualified personnel and the attractive prospects offered in positions outside the universities have resulted in an acute shortage of qualified university teachers, particularly in the basic sciences. With a view to attracting better teachers, the scales of pay of university teachers have been revised. The scale of pay for the lecturers has been raised to Rs. 250-25-500. Readers are in the scale of Rs. 500-25-800 and professors in that of Rs. 800-50-1000. The proposal of the University Grants Commission to raise the scale of pay of lecturers to Rs. 350-850 is now under consideration.

A number of scholarships have been instituted for deserving students. These include six senior research fellowships of the value of Rs. 250 p.m. each, 30 junior research fellowships of the value of Rs. 125 p.m. each, and 27 senior research scholarships of Rs. 200 p.m. each under the Government of India scheme. The University Grants Commission has also awarded one post-graduate scholarship of the value of Rs. 150 p.m. and one research scholarship of the value of Rs. 100 p.m.

The three-year degree course has been introduced in all the colleges. General Education courses have also been started in all the colleges (1959-60). Facilities for the teaching of Home Science are available in five women's colleges in the State.

Eligibility for college admissions is generally determined by the Board for Public Examinations. In the case of university colleges, only those securing more than 40 per cent in English and who have not appeared more than twice in the qualifying examination, are admitted. A proposal to delegate this authority to the colleges and to decide the eligibility for admission on the basis of marks in the Secondary School Leaving Certificate is under consideration.

The University of Kerala is seriously concerned about improving the standards of instruction and examination at the university stage. It is proposed to introduce the tutorial system in four selected colleges and give special attention to improving the standards of instruction in English.

On the whole, however, university standards in this part of the country are well maintained and there is no serious problem of student indiscipline.

7. TECHNICAL EDUCATION

Facilities for technical education were far from satisfactory in the beginning of the second Plan and compared very unfavourably with the facilities for general education. There was only one engineering college with an intake of 100 students (The Engineering College, Trivandrum) and only three diploma-level institutions with a total intake of 240 students (The polytechnics of Kalamassery and Kozhikode and the Technological Institute, Trichur). During the last five years, however, there has been a very great expansion in this field.

Government set up a separate Department of Technical Education in 1957. All technical institutions in the State have since been transferred to the control of the new Department.

The intake of students in the Engineering College at Trivandrum has been increased from 100 to 219. Three engineering colleges—one in the public sector at Trichur and

two in the private sector at Quilon and Palghat—with an intake of 120 students each have also been started. Post-graduate courses have been started in Electrical Machine Design, Hydraulics, Irrigation and Flood Control, and Structural Engineering in the Engineering College, Trivandrum. At the diploma level, seven new institutions offering instruction in Civil, Mechanical and Electrical Engineering have been started, each with an intake of 120 students. Five of these have been established in the private sector with aid from the Government of India and the State Government. The facilities in the three old polytechnics at Kalamassery, Trichur and Kozhikode have been expanded so as to raise their total intake capacity from 240 to 470 per year. At present, there are 11 polytechnics in the State with a total intake capacity of 1,430.

Under the Centrally sponsored scheme for the establishment of junior technical schools, nine such institutions—one in each revenue district—have been set up with a total intake of 540 per year. The junior technical schools provide technical education for boys in the age group 14-17. The idea is that students who are not likely to benefit from a literary or academic curriculum at this stage should be given vocational training for the occupations of their choice.

There are 12 industrial schools under the Department of Industries with a total intake of 804. These offer certificate and diploma courses in Electric Wiring, Gas Welding, Metal Casting, Foundry, Fitting and Erecting, Cabinet Making, General Mechanics, Coir Work, Fine Arts, Mat Weaving, Toy Making, Smithy, Handloom Weaving, etc. The duration of the courses varies from 2 to 5 years. Reference should be made here to the work of orientation centres established by the Labour Department as part of an all-India programme for solving the unemployment problem. Nearly 2,500 men are given training in different crafts in these centres. The present duration of the training is six months. There is also a good number of craft and production-*cum*-training centres in the community development blocks and national extension areas.

The existing facilities for technical education are quite inadequate to meet the needs of the State. While Kerala is

without question the most progressive State in India in respect of general education, it does not have adequate facilities for technical education. It is, therefore, proposed to expand the programmes of technical education further during the third Plan. Two engineering colleges and four more polytechnics will be established during the next five years and new courses such as Tele-communication, Chemical Engineering, Clay Technology, etc., will be introduced. The State is also planning to increase the enrolment in the existing industrial training institutes by 1,000 and to set up six new institutes. It is estimated that the total enrolment in the existing and the new institutes would increase to 2,500.

8. SOCIAL EDUCATION

Administration of social education is under the Deputy Director for Social Education who is assisted by five district social education officers, each in charge of two revenue districts. There is a social education organiser and a *Mukhaya Sevika* in each community development block. These officers are under the dual control of the block development officer and the district social education officer.

There is no institution in the State for training the social education personnel. The social education organisers are usually trained at one of the all-India Social Education Organiser's Training Centres while the district social education officers are trained at the National Fundamental Education Centre, New Delhi. There is provision, however, for refresher and orientation courses. While the latter are the responsibility of the district social education officers, the former are organised by the Extension Training Centre, Kottarakkara.

The Department has also published a few books for neo-literates. The State central library and almost all other libraries in the Travancore-Cochin area are affiliated to the "Grandhasala Sangham". The organisation of libraries is a responsibility of the Sangham which also recommends grants to them. In Malabar, the libraries work under the Library Act of Madras. A proposal to integrate the library system in the entire State is under consideration.

There are eight distributing libraries attached to important public libraries in different parts of the State. These are provided with vans to facilitate the distribution of books.

A word here should be said about the administration of social education in the C.D. and N.E.S. Blocks. At present the Education Department exercises only a technical control over the social education programmes in such areas; the administrative control vests in the Development Department. This dual control has not worked satisfactorily in the past. It will be worthwhile to look into the matter and evolve a simpler and a more rational arrangement.

9. GIRLS' EDUCATION

Kerala is an exception to the general rule in this country that women are backward in education. Thanks to the facilities for girls' education in the past, Kerala is today the most advanced State in India in this regard. Even before independence, encouragement was given to girls' education by reducing the scale of fees to half the prevailing rate. At present, girls account for about 42.5 per cent of the school population (about 41 per cent in secondary schools and 45 per cent in primary schools) and 30 per cent of the enrolment in arts and science colleges. The percentage of women students in medical colleges is 27 and that in teacher training schools and colleges 45 and 26 respectively. There is also no shortage in the supply of women teachers. The only exception to this picture of all-round progress is provided by the educational backwardness of some communities where resistance to sending girls to schools has not yet been overcome. The State is making special efforts to overcome this resistance through a liberal award of scholarships.

10. TEACHING OF SCIENCE

The State has undertaken a fairly large programme of improvement in the teaching of science. Seven departmental schools were equipped at a cost of Rs. 1,05,000 per school during 1955-56; and seven more departmental and 12 private schools were equipped at a cost of Rs. 50,000 per school. During the second Plan, 93 departmental and 150 private schools were selected for improvement of science teaching at a cost of Rs. 20,000 per school. The extension service

departments of the training colleges organise seminars for the teaching of General Science and also arrange for the in-service training of science teachers. Science clubs have been organised in a large number of secondary schools with a view to popularising science and scouting scientific talent among secondary school children. A pilot project for the improvement of science teaching in primary schools has also been started.

The present efforts to improve the teaching of science at the primary and secondary levels will continue during the third Plan and three more pilot projects for the improvement of science teaching in primary schools are proposed to be started. Each project will work in a centre for two years and will then be shifted to a new centre. An amount of Rs. 65 lakhs has been proposed in the third Plan for equipping 160 government and 400 private high schools at the rate of Rs. 7,500 per school. Private schools will be subsidised at the rate of 50 per cent.

11. SCHOLARSHIPS

Education is completely free in the State up to class VIII. Even in classes IX and X, education is free for students belonging to the Scheduled castes, Scheduled tribes and other Backward classes. A number of half freeships are also awarded to poor and deserving students.

A large number of scholarships are awarded at all levels of education in the State. At present, there is provision for the award of 80 merit and 30 poverty scholarships of Rs. 5 p.m. in upper secondary schools and 12 merit and 100 poverty scholarships of Rs. 3 p.m. in lower secondary schools. Besides, 92 scholarships are awarded to students belonging to Backward and Depressed classes. To attract Muslim girls to schools, scholarships are awarded to them at the rate of Rs. 5 p.m. in Travancore and Rs. 3 p.m. in upper secondary and Rs. 2 p.m. in lower secondary schools in Cochin.

The scholarships indicated above are awarded in the Travancore and Cochin areas. In Malabar, the scholarships which were in existence at the time of integration are being continued for the present. If necessary, these awards will be

revised after the rules relating to the award of scholarships in these areas of the State have been replaced by common and unified rules.

In addition to these scholarships, other scholarships awarded by the Education Department include: (1) two scholarships of Rs. 2,000 per annum to two cadets of Military College, Dehra Dun, for a period of five years; (2) one scholarship of Rs. 2,000 per annum to a pupil in the Rishi Valley Public School; (3) six scholarships of the total value of Rs. 7,000 per annum to pupils in Lawrence Public School; (4) two scholarships of Rs. 50 per mensem for two years for pupils undergoing training in the cadet training ship, Dufferin; (5) three scholarships of Rs. 50 p.m. for Marine Engineering and (6) 175 endowment scholarships and prizes.

At the collegiate level, 16 Maharaja's university scholarships are given for the degree courses in Arts (3), Science (6), Engineering (3), Medicine (2), Veterinary Science (1) and Agriculture (1). There are 10 more scholarships for science students and 4 for women students (Lady Willingdon Scholarships). There are, in addition, 11 special and endowment scholarships offered for different university courses.

12. PHYSICAL EDUCATION

A State Sports' Council, consisting of government nominees and representatives of almost all the sports associations in the State, was established in 1954. Besides coordinating the activities of the various sports associations, it also advises the Government in the distribution of grants to sports clubs. A recurring grant of Rs. 60,000 is given by the State Government and another of Rs. 60,000 by the Central Government for equipment and coaching.

Almost all the associations hold coaching camps in the different parts of the State with fully qualified coaches. Two of these coaches are appointed and paid under the Rajkumari Sports' Coaching Scheme.

While there is an Advisory Board for Physical Education and Recreation (created in 1959), the State has no separate inspectorate for physical education. Many schools are without any adequate playground facilities. The problem of playgrounds is especially acute in the urban areas.

At present there are two physical education colleges in the State, one at Trivandrum and the other at Kozhikode. The former was started in 1954 and the latter in 1957. In 1960-61, their total enrolment was 16 students in the diploma course and 140 students in the certificate course.

There is a School Athletic Association in the State to promote school athletics. It organises inter-school athletic meets and is given a recurring grant of Rs. 5,000 by the Government. In addition, inter-district athletic meets are held throughout the State. These offer ample opportunities to the public to participate in sports activities.

In the third Plan a provision of Rs. 50 lakhs has been suggested for the promotion of physical education.

13. SCOUTS AND GUIDES

The Scouting and Guiding movement is very well established in the State and forms an essential part of the school programmes. Camping and hiking are very popular among students. Training camps for scout masters, cub masters and guiders are conducted regularly in different parts of the State. A full-time Organising Commissioner is responsible for organising the movement in accordance with the recommendations of the State Committee, set up for this purpose. A grant of Rs. 25,000 per annum is given by the State Government to the Scouting and Guiding Organisation.

14. N.C.C. AND A.C.C.

At present, there are four battalions in Kerala under the command of No. 11 Circle Cadet Corps, Kerala. The first Kerala battalion has its headquarters at Trivandrum, the second and third at Ernakulam and the fourth at Kozhikode. There are 27 junior division Army Wing troops under the first battalion, while the strength of the junior division troops under the second, third and fourth battalion is 12, 23 and 37 respectively. The number of senior division cadets under the command of the four battalions is 2,708. In addition, there are 30 junior division troops of girls and 360 senior girl cadets. The strength of the cadets of the Naval Wing is 240. An Air Wing is expected to start in Trivandrum shortly.

The State Government have encouraged the organisation of A.C.C., particularly in schools where there are no facilities for developing the N.C.C. It has also been decided that N.C.C. troops in future will be started only in schools where the A.C.C. has been functioning successfully. An amount of Rs. 75 lakhs has been suggested for the expansion of N.C.C. in the third Plan.

15. MEDICAL INSPECTION

The question of medical inspection has been engaging the serious attention of the Government for some time past. It has since been decided to implement a scheme under which every pupil will be thoroughly examined by a competent medical officer once a year and if necessary, will receive adequate medical attention in the nearest government hospital or dispensary. The scheme envisages the establishment of 200 medical inspection units throughout the State. Each unit will cover the lower primary schools within a radius of five miles and will be manned by a part-time medical inspector. Almost all the units have already started working in the State; the remaining few units will also start working as soon as a decision on their location has been taken.

At the university stage, students are given a regular medical check-up for which a small fee is charged.

16. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

All students belonging to Scheduled castes, Scheduled tribes and poor students of Backward communities are exempted from the payment of fees at all levels of education. Besides, lump sum grants for the purchase of books and clothing are paid to students belonging to Scheduled castes and Scheduled tribes. Board and lodging expenses of the students living in approved hostels are also met and in addition, each student is paid Rs. 5 per month as pocket money. Those who do not get admission in approved college hostels are granted monthly stipends of Rs. 45. Pupils studying in high schools are given lump sum grants at the rate of Rs. 90 and those studying in upper primary classes, at the rate of Rs. 25. Students studying in standard V are given lump sum grants at the rate of Rs. 15, those in standard IV at the

rate of Rs. 4 and those in classes I to III at the rate of Rs. 3. Financial assistance is also given to students of the Scheduled castes and Backward communities studying in occupational institutions and industrial training centres.

Students belonging to other Backward communities and Christian converts are given free tuition on production of income and community certificates. During 1959-60, 1,87,000 students of Scheduled castes and Kudumbis and 26,187 students of Christian converts from Scheduled castes and tribes were in receipt of this concession. Substantial financial assistance is also given to students in the professional colleges; those receiving training in institutions outside the State get all their expenses reimbursed.

There are 186 welfare schools which are intended exclusively for Scheduled caste and Scheduled tribe children and 83 schools maintained exclusively for the tribal children. The children attending these schools are provided with clothes, books and midday meals, free of cost. Quite a number of night schools (101) and libraries (117) are maintained for the benefit of the adults in localities where Harijans live in large numbers. There are 26 hostels for Harijan students.

17. PRE-PRIMARY EDUCATION

There are 95 nursery or kindergarten schools in the State of which 3 are directly under the Government, 10 are aided, 4 are unaided and 78 are both unaided and unrecognised. More than 1,300 boys and girls attend these schools. There are two nursery training schools—one at Trivandrum (run by the State Council for Child Welfare) and the other at Alleppey. About 60 women teachers are trained in them every year. During the third Plan it is proposed to start three new training institutions for pre-primary teachers and to assist the one at Trivandrum. The proposed outlay for this purpose is Rs. 50 lakhs.

18. EDUCATION OF THE HANDICAPPED

In 1947, there were only two schools for the deaf and dumb in the State—one at Trivandrum and the other at Thrivalla. Today there are 8 institutions, of which 3 are for the deaf and dumb, 4 for the blind and 1 for the deaf, dumb and blind. Most of these institutions are residential.

Altogether 312 students (249 boys and 63 girls) are receiving education in these institutions. There is a training class attached to the School for the Blind at Trivandrum to train teachers for schools of the handicapped.

To promote the welfare of the handicapped, a committee was set up in 1952 under the chairmanship of the Director of Public Instruction. It has been collecting funds by the sale of flags. The first flag day was held in 1956 when Rs. 53,046 were collected. The second flag day was held in 1960.

19. AUDIO-VISUAL EDUCATION

There are four officers in charge of audio-visual education in the State. Each officer has a mobile audio-visual unit and a film library under him. The mobile units tour around in their respective districts organising film shows in educational institutions. The film shows serve as an effective medium of training the masses in the responsibilities of democratic citizenship and have been very useful in popularising Hindi.

The officers in charge of audio-visual education work under the district educational officers of Trivandrum, Kottayam, Trichur and Kozhikode.

There are a number of schools having modern audio-visual aids such as 16 m.m. projector, projection lanterns, stereoscopes, etc. Films and filmstrips are distributed to such schools and audio-visual seminars are conducted to train their teachers.

During the third Plan, it is proposed to have five more mobile audio-visual units, thus providing one unit for each revenue district. It is also proposed to build up a central film library at the State headquarters.

20. DEVELOPMENT OF HINDI

Hindi is introduced as a compulsory subject at the upper primary stage. It is taught for five years and is allotted three periods a week.

Till 1959-60 training was given to Hindi teachers through a six-month training course. It is proposed to open a training college for Hindi teachers with provision for

diploma (for graduates only) and certificate courses. Hindi is a compulsory subject in the Secondary School Leaving Certificate examination. It is also proposed to introduce the teaching of Hindi in some of the government colleges. A special officer is responsible for the co-ordination of programmes concerning the teaching of Hindi.

21. PROPAGATION OF SANSKRIT

There were 40 Sanskrit schools in the State during pre-independence period. These have since been reorganised on the lines recommended by the Education Reorganisation Committee. Scholarships of Rs. 15 p. m. each are given to two of the best students in each class. But in spite of the encouragement extended by the Government, the number of students desirous of studying Sanskrit is on the decline. There are three Sanskrit colleges in which pre-university and degree courses have been started. There are also three colleges of oriental studies (Sanskrit).

22. EDUCATED UNEMPLOYMENT

According to a survey conducted by the Department of Statistics, the number of the educated unemployed is estimated to be 65,800. Of these only 54,308 persons have registered their names with the employment exchanges. Data regarding the number and qualifications of the registrants—men and women—are given in the table below.

(Data as on 23rd June 1960)

Qualifications	Men	Women	Total
1. Those who have passed the Matriculation but not the Intermediate Examination (including pre-university course)	35,157	14,515	49,672
2. Those who have passed the Intermediate Examination but not completed the degree course.	1,343	429	1,772
3. Those with one or more degrees :			
(a) Engineering	28	0	28
(b) Medicine	26	14	40
(c) Others	2,079	717	2,796
GRAND TOTAL	38,633	15,675	54,308

There are nine employment exchanges—one in each district—in addition to the University Employment Bureau working on similar lines. Vocational guidance units are located at Trivandrum and Ernakulam and each unit has two officers—a youth employment officer and an employment counselling officer.

The Education Department is having its own programmes of vocational guidance. A Co-ordination Committee for Vocational Guidance has been functioning under the chairmanship of the Manpower officer of the State. The committee has decided to arrange for the dissemination of employment market information and distribution of literature published by the National Employment Service to schools. The committee is also arranging for the translation of the career pamphlets prepared by the Director General of Rehabilitation and Employment Exchanges, Ministry of Labour, New Delhi into the regional language, and to explore the apprenticeship opportunities available in different industries, both private and public.

23. ADMINISTRATION:

The Minister for Education is the head of administration for education in the State. The administration of education in the State is organised in four main units under the overall supervision and control of the Ministry of Education, namely, the three Directorates—one for Public Instruction, another for Collegiate Education and the third for Technical Education—and the University.

(a) *Directorate of Public Instruction.* The Directorate deals with primary, secondary and special schools and is under the Director of Public Instruction who is assisted by a Joint Director and two Deputy Directors—one for social and general education and the other for textbooks, examination and planning. He is also being assisted by an administrative assistant and a basic education officer. Other officers who assist him in the administration include : Secretary for the Board for Public Examinations, a Special Officer for textbooks and a financial assistant.

The State is divided into 17 educational districts, each under a district educational officer who is responsible for

the administration and efficiency of schools in his jurisdiction. Each district educational officer is assisted by a personal assistant. The districts are further divided into sub-districts, each under an assistant educational officer who is responsible for the supervision and administration of the lower primary and upper primary schools under him. There are 119 assistant educational officers in the State.

(b) *Directorates of Collegiate and Technical Education.* The Director of Collegiate Education controls and supervises the departmental colleges in the State and is directly responsible to the Government. The Director of Technical Education is also directly responsible to the Government and is in charge of the administration of engineering colleges, polytechnics and junior technical schools.

(c) *University.* The university is an autonomous body administered by a syndicate largely elected. With the formation of the Directorate of Collegiate Education, the direct control exercised by the university is confined to certain departments of post-graduate studies only.

The total estimated expenditure on education for 1960-61 came to Rs. 14.73 crores, of which a sum of Rs. 19.80 lakhs was for direction and Rs. 26.08 lakhs for inspection. The expenditure on administration and supervision items accounts for 3.1 per cent of the total expenditure. The present inspection load is much too heavy and it is not always possible for an inspector to inspect a school annually or even biennially. To be effective, school inspections should be carried out frequently and with thoroughness. It is, therefore, necessary that the number of educational districts should be increased and the inspectorate suitably strengthened. There is also a proposal for strengthening the Planning Unit of the Directorate and for the creation of more posts in the inspectorate during the third Plan.

24. FINANCE.

Kerala spends 37 per cent (the highest in the world) of its total budget for education. The details of the present educational expenditure are as follows.

University Education	.	.	.	.	Rs.	95,76,400
Secondary Education	.	.	.	.	Rs.	3,11,83,100

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Primary Education	Rs. 8,74,90,300
Special Schools	Rs. 82,13,600
General.	Rs. 1,13,05,000
TOTAL	Rs. 14,73,30,400

Of the total, expenditure amounting to Rs. 11,44,00,300 is spent on non-Plan and Rs. 3,29,30,100 on Plan schemes. (In the former Travancore State, the expenditure on education was Rs. 1.53 crores.)

25. CONCLUSION

Kerala stands first in India in the field of general education. Primary education is free and compulsory education has been introduced in 27 out of the 55 taluks in the State. As many as 85 per cent of the children of school-going age are attending school at the primary stage. Midday meals are provided for necessitous children of lower primary classes in some of the districts and it is proposed to extend the programme throughout the State in the third Plan. Similar progress has been made in secondary and collegiate education also. In the field of women's education also, Kerala stands first, with girls accounting for 42.5 per cent of the total enrolment in schools. There is no dearth of trained teachers or of women teachers. This progress, good as it is, has posed two major problems. The first is the problem of educated unemployment which has become extremely acute; the second is the difficulty experienced in financing the continuously growing expenditure on schools and colleges. The total expenditure on education in Kerala is Rs. 9.5 per head of the population (1960-61), whereas the corresponding all-India figure is only about Rs. 5. This growing financial burden can be sustained only by developing and mobilising new sources of revenue.

EDUCATIONAL STATISTICS OF KERALA

I—Number of Institutions

KERALA

Item	1950-51*		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education	..	..	..	..	..	..
Research Institutions	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	18	3	40	10	43	10
Intermediate Standard	4	..			2	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry	..	..	1	..	1	..
Commerce	..	..	..	..	1	..
Engineering and Technology	1	..	1	..	3	..
Law	1	..	2	..	2	..
Medicine	..	..	2	..	3	..
Teachers' Training—						
Basic	1	..	..	..	2	..
Non-Basic	..	..	4	1	..	..
Veterinary Science	..	..	..	..	13	2
Others	..	..	3	..	1	..
Colleges for Special Education	1	..	7	..	8	..

*The Statistics relate to the erstwhile Travancore-Cochin State.

370,054

I—Number of Institutions (Contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools	.	..	..	} 703	126	2†	..
High Schools	.	466	102		844	131	
Middle Schools—							
Basic	.	}	617	110	84	123	..
Non-Basic	.		854	..	1,775	22	
Primary Schools†							
Basic	.	}	3,968	344	..	441	..
Non-Basic	.			7,059	..	6,345	15
Pre-Primary Schools	.	8	..	12	2	13	..
Schools for Vocational and Technical Education—							
Agriculture and Forestry	.	3	..	..	..	..	..
Arts and Crafts	.	1	..	113	21	62	20
Commerce	.	42	..	122	..	11	..
Engineering	.	4	..	5	..	9	..
Medicine	.	..	..	..	..	..	..
Teachers' Training—							
Basic	.	}	57	7	18	54	10
Non-Basic	.		145	41	69	15	..
Technology and Industrial	.	3	..	13	11	8	1
Others	.	..	..	..	..	..	..
Schools for Special Education—							
For the Handicapped	.	4	..	} 392	} 14	7	..
Social (Adult) Education	.	124	..			134	..
Others	.	64	3			10	..
Total	.	5,533	266	9,849	202	9,918	211

†Post-basic schools. †Includes Single-teacher Schools.

† Post-basic schools. † Includes Single-teacher Schools.

II—Number of Students

KERALA

1958-59

1955-56

1950-51

Item

Girls

Total

Girls

Total

Girls

Total

7

6

5

4

3

2

A. By Type of Institution—

Universities	.	.	.	9	126	18	125	29
Research Institutions	.	.	.	..	..	..	..	..
Arts and Science Colleges	.	.	.	4,671	34,163	8,190	33,231	9,688
Professional and Technical Colleges	.	.	.	96	2,666	432	4,683	820
Special Education Colleges	.	.	.	32	764	121	682	226
Higher Secondary Schools	.	.	.	..	} 4,04,028	1,71,699	136*	15*
High Schools	.	.	.	95,215		5,75,888	5,75,888	2,40,111
Middle Schools—								
Basic	.	.	.	..	27,279	10,690	44,788	18,246
Non-Basic	.	.	.	47,000	1,67,172	71,606	6,41,809	2,82,368
Primary Schools—								
Basic	.	.	.	157	53,500	24,018	98,968	48,240
Non-Basic	.	.	.	5,09,461	18,30,979	8,47,894	16,62,411	7,69,264
Pre-Primary Schools	.	.	.	298	1,085	550	803	403
Schools for Vocational and Technical Education.	.	.	.	4,406	24,745	10,776	10,806	3,550
Schools for Special Education.	.	.	.	2,532	19,416	2,609	5,527	1,058

*Relates to post-basic schools.

II—Number of Students—(contd.)

I	2	3	4	5	6	7
B. By Stages/Subjects						
General Education (University Standard—)						
Research	64	9	58	7	29	7
M.A. and M.Sc.	169	55	301	91	543	164
B.A. and B.Sc. (Pass and Hons.)	5,806	1,290	10,326	2,415	16,157	5,144
Intermediate (Arts and Science)	14,796	3,316	22,106	5,674	14,422	4,275
Professional Education (University Standard—)						
Agriculture and Forestry	..	..	50	..	314	17
Commerce	532	10	1,710	23	1,766	40
Engineering and Technology	260	..	386	..	1,301	39
Law	356	22	538	32	342	27
Medicine	61	..	468	122	976	244
Teachers' Training—						
Basic	} 198	..	..	..	..	..
Non Basic		74	582	246	1,469	465
Veterinary Science		..	..	..	283	11
Other Subjects		..	216	8	186	49
Special Education (University Standard—)	232	32	789	121	650	221
General Education (School Standard—)						
High and Higher Secondary	1,07,167	35,373	1,95,052	81,166	2,14,582	82,268
Middle	2,05,622	79,495	3,74,885	1,59,803	5,33,817	2,23,441
Primary	11,62,538	5,36,861	19,12,592	8,84,704	22,73,813	10,51,579
Pre-Primary	811	402	1,514	784	1,539	787

Vocational Education (School Standard)—

Agriculture and Forestry	.	.	83	..	..	..	..	..	..
Arts and Crafts	.	.	2,975	1,407	4,652	2,903	2,534	1,850	..
Commerce	.	.	1,564	264	10,215	3,276	960	215	..
Engineering	.	.	382	1	661	17	2,506	46	..
Medicine	.	.	..	..	189	22	192	31	..
Teachers' Training—									
Basic	.	.	} 3,115	1,786	3,149	1,334	4,202	1,882	..
Non-Basic	.	.		..	5,072	2,485	..	..	..
Technology and Industrial	.	.	1,338	948	996	761	1,585	89	..
Other Subjects	.	.	..	..	..	..	..	..	..
Special Education (School Standard)—									
For the Handicapped	.	.	128	32	} 19,416	2,609	314	63	..
Social (Adult) Education	.	.	3,498	760			3,932	354	..
Other Subjects	.	.	4,980	1,740			1,443	710	..
Total	.	.	15,16,675	6,63,877	25,65,923	11,48,603	30,79,857	13,74,018	..

KERALA

III—Expenditure on Educational Institutions

Item	1950-51			1955-56			1958-59		
	Total	On Institu- tions for Girls		Total	On Institu- tions for Girls		Total	On Institu- tions for Girls	
1	2	3	4	5	6	7			
A. By Sources									
Government Funds—									
Central	10,180	2,290	11,52,187	57,037	79,92,584	1,41,977			
State	2,22,77,842	13,02,899	5,09,79,534	41,30,070	12,84,51,549	56,55,637			
District Board Funds	..	..	8,35,464	34,165	..	..			
Municipal Board Funds	..	..	2,76,061	23,379	18,871	..			
Fees	85,24,415	13,19,398	1,62,73,762	18,15,497	1,46,67,844	17,24,456			
Other Sources	30,92,457	3,75,131	68,72,989	10,60,373	69,36,752	8,70,749			
B. By Type of Institutions									
Direct Expenditure on—									
Universities	10,92,702	..	15,38,272	..	19,68,812	..			
Boards	..	..	..	..	..	..			
Research Institutions	..	..	..	..	..	..			
Arts and Science Colleges	33,14,317	3,12,532	68,68,442	9,55,123	80,07,255	11,16,896			
Colleges for Professional and Technical Education	3,95,699	..	12,17,372	28,341	27,52,222	61,752			
Colleges for Special Education	34,907	..	1,56,461	..	1,66,033	..			
High and Higher Secondary Schools	81,18,263	17,41,264	1,82,12,272	36,95,976	3,34,33,659	53,11,635			

Middle Schools—									
Basic	.	.	.	.	.	6,41,627	..	20,06,568	..
Non-Basic	.	.	.	.	.	47,25,361	..	2,46,31,635	3,67,684
Primary Schools—									
Basic	.	.	.	.	.	9,27,716	..	30,07,445	..
Non-Basic	.	.	.	.	.	2,44,47,834	..	4,48,37,093	1,70,125
Pre-Primary Schools	.	.	.	.	.	41,434	9,688	26,045	..
Vocational and Technical Schools	.	.	.	.	.	16,94,827	97,416	20,67,801	1,46,300
Special Education Schools	.	.	.	.	.	3,89,675	23,850	4,52,258	..
<i>Total (Direct)</i>		.	.	.	.	6,08,61,293	48,10,394	12,33,56,826	71,74,392
Indirect Expenditure—									
Direction and Inspection	.	.	.	.	.	19,96,641	45,981	33,31,943	..
Buildings	.	.	.	.	.	67,02,900	8,81,387	1,84,65,973	5,08,025
Scholarships	.	.	.	.	.	42,51,188	10,60,695	54,09,960	4,67,156
Hostels	.	.	.	.	.	5,79,534	1,41,749	6,83,244	1,33,984
Other Miscellaneous Items	.	.	.	.	.	19,98,441	1,80,315	68,19,654	1,09,262
<i>Total (Indirect)</i>		.	.	.	.	1,55,28,704	23,10,127	3,47,10,774	12,18,427
Grand Total		.	.	.	.	7,63,89,997	71,20,521	15,80,67,600	83,92,819

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	1,062	176	N.A.	N.A.	2,320	497
High and Higher Secondary Schools	14,595	4,070	25,771	8,840	22,822	8,672
Middle Schools		7,071		16,344	25,401	10,520
Primary Schools		146		67	43,344	18,007
Pre-Primary Schools	22,186	72	45,747	N.A.	38	29
Vocational and Technical Schools	701	115	N.A.	N.A.	725	183
Special Schools	503		N.A.	N.A.	269	39

V—Examination Results

Students Passing—						
M. A. and M.Sc.	60	19	N.A.	N.A.	267	69
B. A. and B. Sc. (Pass and Hons.)	1,795	406	N.A.	N.A.	4,575	1,510
Professional (Degree)	408	68	N.A.	N.A.	2,329	474
Matriculation and Equivalent Examinations.	19,685	5,560	N.A.	N.A.	23,604	7,580

N. A. = Not available.

VI—Number of Institutions in Rural Areas

KERALA

Item	1950-51			1955-56			1958-59		
	Total	For Girls	Total	Total	For Girls	Total	Total	For Girls	
I	2	3	4	5	6	7			
Universities and Colleges	1	..	6	..	1	..			
High and Higher Secondary Schools	311	59	448	61	626	55			
Middle Schools	551	71	748	..	1,717	14			
Primary and Pre-Primary Schools	3,295	..	5,822	1	6,303	10			
Vocational and Special Schools	238	23	420	32	227	14			
Total	4,396	153	7,444	94	8,874	93			

VII—Number of Pupils from Rural Areas

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	6,278	1,276	14,999	2,694	20,623	5,117
High and Higher Secondary Schools	1,53,683	75,298	2,14,961	70,919	4,26,211	1,69,425
Middle Schools	75,466	35,282	1,13,866	37,011	5,97,214	2,60,902
Primary and Pre-Primary Schools	9,06,011	4,08,560	10,30,202	5,12,312	15,63,642	7,27,726
Vocational and Special Schools	11,654	3,445	11,946	4,227	10,785	2,755
Total	11,53,092	5,23,861	13,85,974	6,27,163	26,18,475	11,65,925

VIII—Number of Students in Selected Classes

Number of Students in Classes—					
I-V	11,62,470	5,36,808	N.A.	22,73,813	10,51,579
VI-VIII	2,05,622	79,495	N.A.	5,33,817	2,23,441
IX-XI	1,07,167	35,373	N.A.	2,14,582	82,268

N. A. = Not available.

IX—Some Selected Averages and Percentages

1950-51 1955-56 1958-59

1 2 3 4

Rs. Rs. Rs. Rs.

Cost per Pupil—

High/Higer Secondary Schools 30.8 45.1 58.0
Middle Schools . . . 27.6 38.8
Primary Schools . . . 10.2 13.5 27.2

Number of Pupils per Teacher in—

High/Higer Secondary Schools } 24 23 25
Middle Schools . . . } 50 41 27
Primary Schools . . .

Percentage of Trained Teachers in—

High/Higer Secondary Schools } 63.3 72.1 74.7
Middle Schools . . . } 85.4 92.9 82.9
Primary Schools . . .

N.A. = Not available.